

## ***Northern Kentucky University Special Initiative*** **Academic Transformation Project**

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### **What is Northern Kentucky University's Academic Transformation project?**

The program supports a university-wide initiative aimed at transforming the way courses are designed and taught at Northern Kentucky University in order to reduce costs, expand capacity, and improve student learning and success. Quite different from an updating or revision of courses, this program is modeled after the highly successful PEW-funded *Program in Course Redesign*, that uses technology as an important tool in the redesign of courses.

### **Why is a program like this needed?**

Colleges and universities must explore new approaches to teaching and learning if they are to remain viable and continue to offer quality education in this time of limited resources. NKU's Academic Transformation project will reduce costs per student, increase capacity, improve completion rates, reduce space requirements, strengthen quality, and engage students more fully in research and community-based learning.

### **How will the program work?**

The first academic courses that will be eligible for the program are lower-division programs with large enrollments and a high percentage of students who perform poorly (fail, withdraw, or earn less than C-). Twenty courses spread across the disciplines fit these criteria and will comprise the pool from which the courses will be selected in the first few years. The process will begin with a Summer Academy, a six-week program in which faculty learn about the academic transformation process (including the use of the newest technology for undergraduate education), course enhancement through Web-based content, the use of peer tutors, online assessments, how to recognize and nurture different learning styles, and community-based learning activities.

### **How will the program save money?**

To ensure the transformed courses lead to lower costs per student, the program will employ new uses of technology to reduce the faculty costs associated with the course. Strategies include online tutorials, automated assessment, sophisticated course management systems, use of existing resources, and using the least costly personnel appropriate to the task.

### **What is the Council's request?**

The Council seeks \$300,000 of recurring funds in FY 2007-08 to support Northern Kentucky University's Academic Transformation initiative.



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## **Endowment Match Program (*Bucks for Brains*)**

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### **What is the Endowment Match Program (commonly referred to as *Bucks for Brains*)?**

The Endowment Match Program, part of the Research Challenge Trust Fund, encourages private investment in public higher education research activities to stimulate business development, generate increases in externally sponsored research, create better jobs and a higher standard of living, and facilitate Kentucky's transition to a knowledge economy.

### **What are the goals of the program?**

The primary goals of the Endowment Match Program are to promote economic development, create high-tech jobs, and raise the average standard of living of Kentucky residents through strategic investments in research-active faculty and staff, graduate assistants, and infrastructure at the University of Kentucky and the University of Louisville.

### **How is the program funded?**

The program matches public money with private gifts to fund chairs, professorships, research staffs and infrastructure, and graduate fellowships at the public research universities. This collaborative approach is critical to advancing Kentucky's research presence into national prominence.

### **How can the endowment revenue be used?**

Investment earnings from the endowments can be used to support endowed chairs, professorships, research staff, graduate fellowships, and research infrastructure, which includes expenditures for minor laboratory renovations, faculty start-up packages, equipment, supplies, and other research-related expenses.

### **The Endowment Match Program has been in existence since 1997.**

### **What has been the return on the state's investment?**

The Endowment Match Program has proven to be a well-placed investment, successfully attracting to Kentucky senior faculty with significant records of externally funded research agendas. Between 1997 and 2003, the number of endowed chairs at Kentucky public universities increased from 55 to 170. Over the same period, the number of endowed professorships increased from 53 to 237. Between 1997 and 2002, the amount of federal research and development expenditures generated by research university faculty increased from \$75.6 million to \$139 million.

### **What institutions will participate in the program?**

In previous rounds, both comprehensive and research universities participated in this program. In 2006-08, only the research universities will be eligible to receive program funding. Requested funds will be allocated one-third to UofL (\$4 million) and two-thirds to UK (\$8 million).

### **What is the Council's request?**

The Council seeks \$12 million of nonrecurring funds in FY 2006-07 to provide a fourth round of funding for the Endowment Match Program at the research universities.



*Photo source: UK*

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## Capital Renewal, Replacement, and Maintenance Program

### What is the Capital Renewal, Replacement, and Maintenance Program?

This program recognizes the shared responsibility of the state and the institutions to maintain, upgrade, or replace building systems as they reach the end of their useful life. Maintenance of existing facilities has been the highest priority of the Capital Planning Advisory Board for the last five biennia, and it has been the highest priority of the Council on Postsecondary Education since 1992. Providing a modern instructional environment for students is a critical need of postsecondary education institutions.

### How does the program work?

As part of the budget process, institutions provide the Council with a list of projects that are eligible for funding. Only Education and General (E&G) facilities qualify to receive funds from the bond pool. Buildings that are considered “auxiliary” (i.e., athletic facilities, student housing, dining halls) are not eligible for the funding. Each institution is required to match the funds from the bond pool; matches range from \$0.60 to \$1.00 for each \$1.00 of bond funds received.

### What types of projects does the Capital Renewal, Replacement, and Maintenance Program fund?

Over the years, this program has helped fund important infrastructure improvements such as the installation of fire suppression equipment, new roofing, heating and air conditioning system upgrades, and new electrical systems which help extend the life of these facilities and protect the capital investments of the state.

### What is the Council’s request?

The Council seeks \$15 million in state bond funds to fund the capital renewal, replacement, and maintenance pool (matched by \$10.3 million of institutional money) to address the approximately \$215.6 million of capital renewal and deferred maintenance projects identified by the institutions.



*Photo source: NKU*

### Why is the funding needed?

The funds are needed to maintain and replace systems in buildings and protect the state’s investment. This program recognizes the shared responsibility of the state and the institutions to maintain, upgrade, or replace building systems as they reach the end of their useful life and addresses development and maintenance of the physical infrastructure of the campuses. Amounts ranging from \$10-\$30 million have traditionally been appropriated by the General Assembly for this program. However, the pool was not funded in the last two budget cycles which has resulted in an increased backlog of deferred maintenance facility needs on the postsecondary campuses.

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*Eastern Kentucky University Special Initiative*

## **Commonwealth Center for Instructional Technology & Learning**

### **What is the Commonwealth Center for Instructional Technology and Learning (CCITL)?**

The center, housed at Eastern Kentucky University, will create a Web-based education delivery system that provides a wide range of evidence-based P-12 instructional interventions, curricular and instructional strategies, as well as Web-based advisors to Kentucky's teachers. The goal of CCITL is to provide educators with resources, strategies, and support to meet the academic needs of all students with special emphasis on English as a Second Language, minority, low-income, first-generation, and other students at educational risk.

### **Why is a program like this needed?**

Much of the support offered to teachers today is traditional professional development, which usually occurs outside the day-to-day classroom, and is focused on topics that may or may not be of need to an individual teacher. CCITL is problem-based and provides just the type of training a teacher needs, when it is needed, and in a form that can be adapted to the teacher's unique situation.

### **How does CCITL work?**

The online center is comprised of four main components: (1) advisors who are experienced instructional technology professionals and available for consultation; (2) a strategy center that contains a database of tools and best practices in content areas correlated to Kentucky's Program of Studies; (3) a library that contains a database of information about online and offline publications related to the evidence-based strategies; and (4) a learning lab that contains a database of online resources related to the integration of instructional technology into the K-12 classroom.

### **What is the center's history?**

The program was developed originally in 2002-03 by congressional appropriation and operated as a pilot program in six school districts. This year it is being promoted in 50 "test bed" districts across the Commonwealth. If funded, the CCITL system will be available statewide by 2007-08.

### **What is the Council's request?**

The Council seeks \$500,000 of recurring funds in FY 2007-08 to support CCITL and ensure the program's continued development and expansion.



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## College Access Initiative

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### What is the College Access Initiative Program and why is it needed?

The College Access Initiative Program is an outreach effort designed to motivate Kentuckians to enroll and succeed in college. Kentucky needs to double the number of baccalaureate degree holders to reach the national average of educational attainment by the year 2020. This program will provide college-going information to prospective students, including traditional and adult students, transfer students, and GED completers. Additionally, the program will target middle school and high school students enrolled at low-income GEAR UP schools. Recent research shows that many Kentuckians still do not see the value of postsecondary education. In addition, they have greatly exaggerated perceptions of college costs and limited knowledge of opportunities for financial aid that also discourage college attendance. Unless we make the case for college with those Kentuckians and provide accurate information that increases their postsecondary aspirations, Kentucky will never reach its 2020 goals.

### How does the program work?

This outreach program will be a coordinated effort with the Southern Governors' Association, the Southern Regional Education Board, colleges and universities, Kentucky Adult Education, GEAR UP Kentucky, Kentucky's local P-16 council network, and the Kentucky Higher Education Assistance Authority to use media and grassroots programs in communities across the state to help more Kentuckians plan for, pay for, apply to, and succeed in postsecondary education. It will build on the nationally recognized success of the 2000-03 "Go Higher Kentucky" outreach program.

### What is the Council's request?

The Council seeks \$1 million of recurring funds in 2006-07 to cover program costs.

### Why is the funding needed?

The 2000-03 college access program helped Kentucky reach milestones in educational attainment. Record high enrollments were achieved across all levels – adult education, workplace education, and college. During the campaign Kentucky ranked sixth in the nation in percentage increase in GED completers, and the percentage of completers going on to college almost doubled. The access program continues to be recognized nationally for its success. Core state funding was lost during the economic downturn. With core funding restored, the program can build on new infrastructure and partnership support generated by the initial success of the program to leverage greater impact for state funds, including:

- A grant awarded in December 2005 from the Southern Governors' Association, funded by the Bill and Melinda Gates Foundation, to provide technical support for this college access initiative.
- The Go Higher Kentucky Web site developed by KHEAA (a \$1 million investment).
- A call center linked to a statewide postsecondary advising network to provide a "high-tech/high-touch" one-stop shop resource with all the information needed to plan, prepare, and apply to college.
- The SREB regional Go Alliance that provides campaign resources, including media materials generated across the 16 SREB states that form the Alliance.
- The CPE's new \$42 million (over six years) federal GEAR UP award. Every campaign dollar spent in support of GEAR UP will bring a dollar of federal money into the state in this matching grant. GEAR UP Kentucky promotes college preparation and attendance of low-income middle and high school students.



Photo source: Go Higher Kentucky Communications Campaign

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## College-Level Learning Assessment Program

### What is the College-Level Learning Assessment Program?

The College-Level Learning Assessment Program is designed to help Kentucky's postsecondary institutions, the Council on Postsecondary Education, and other policy leaders assess and monitor college student learning and compare Kentucky's performance with other states. It fulfills the learning grade requirement of the National Center for Public Policy in Higher Education's *Measuring Up 2008*, the national report card for postsecondary education.

### Why is a program like this needed?

Report card grades were developed expressly to allow states to evaluate their performance in higher education. *Measuring Up's* learning grade is the leading state-level indicator of college student learning. Full implementation of the 2005-2010 public agenda for postsecondary and adult education would require participation in a state-level assessment of college-level learning.

### How does the program work?

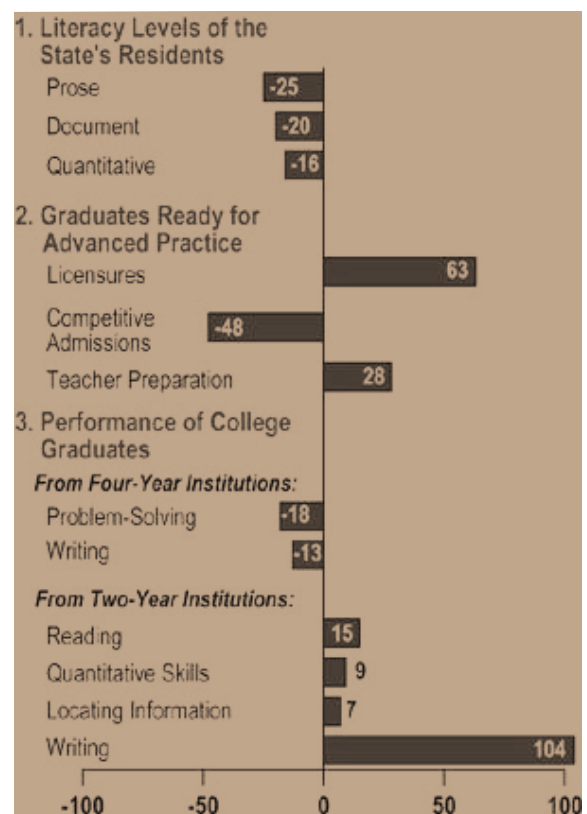
Participation requires statewide student level testing and national standardized test score data collection. During fall semester 2007, a sample of college seniors from Kentucky's postsecondary institutions will be asked to complete either the Collegiate Learning Assessment (for four-year degree students) or the ACT Work Keys assessment instrument (for two-year degree students). The funding request includes provisions for logistics support, student incentives for participating in the intensive testing required, follow-up analysis, and the development of strategies for improving student-level learning.

### What is the Council's request?

The Council seeks \$1 million of recurring funds in FY 2007-08 to cover program costs.

### Why is the additional funding needed?

Kentucky participated in two rounds of pilot projects (in 2002 and again in 2004) to develop the methodology for assigning a standardized grade to college graduate learning. The 2004 pilot project was considered a success and the authors noted the project "had demonstrated that college-level learning could be assessed in a way that makes interstate comparison possible." The additional funding will allow Kentucky to continue to participate in this important study.



Source: Kentucky: Learning  
Percent Above or Below National Average  
*Measuring Up 2004*

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## Contract Spaces in Veterinary Science and Optometry

### What is the Kentucky Contract Spaces Program?

The contract spaces program provides Kentucky students with access to training in veterinary science and optometry at partner universities outside the state. The partnership arrangements, which are facilitated through a regional compact of southern states, allow Kentuckians access to high-quality, high-cost professional education at minimal cost to the Commonwealth. It is an excellent example of resource sharing through interstate collaboration.

### How many Kentucky students are served by the program?

This year 144 Kentucky students attended veterinary school through the contract spaces program. Thirty-six of those were first-year students. The vast majority (136) of those students attended Auburn University in Alabama, while eight students attended the Tuskegee Institute. Kentucky contracted for 44 optometry spaces at three institutions: the Southern College of Optometry in Tennessee, the University of Alabama, and Indiana University.

### How does the program work?

A fixed number of spaces for Kentucky students is reserved at each participating university, and students selected to enroll in these programs are required to pay only the in-state tuition at the host institution. The Commonwealth pays a contract fee to the universities to reserve the spaces and cover the balance of the students' educational costs. Kentucky-based optometry and veterinary science advisory groups aid in the selection of students.

### What is the Council's request?

The Council on Postsecondary Education seeks an additional \$586,800 of recurring funds in FY 2006-07 and an additional \$335,500 of recurring funds in FY 2007-08 to cover program cost increases, expand the number of optometry spaces, and replace nonrecurring funds that supported the program in the last biennium. Current funding for the program is \$3,516,200 (FY 2005-06).

### Why is the additional funding needed?

The Council estimates that 28 veterinary spaces would have to be eliminated in the 2006-08 biennium if funding is not increased. This would cut the number of contract spaces in veterinary science by 8.8 percent. Similarly in optometry, 19 spaces would have to be eliminated over the next biennium if funding is not increased.



Photo source: UK

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## Doctoral Scholars Program

### What is the doctoral scholars program?

The Southern Regional Education Board (SREB) Doctoral Scholars Program is a cooperative interstate venture that seeks to support and encourage minority students to pursue doctoral degrees. The program also seeks to increase the number of minorities employed as college faculty and administrators. Students receive scholarships and other financial support to attend universities throughout the southern region and in some mid-west states. The SREB program is part of a national effort to increase the number of minority candidates for higher education positions.

### How many Kentucky students are served by the program?

Currently Kentucky has 27 students in the program; 14 are enrolled at the University of Kentucky and 13 at the University of Louisville. According to SREB, as of September 2005, the program has served 64 scholars in Kentucky. Twenty-eight Kentucky scholars have completed Ph.D. programs. Six students are expected to earn their degree by May 2006.

### How does the program work?

The Council on Postsecondary Education, the University of Kentucky, and the University of Louisville jointly implement the program. An ethnic minority student who is a U.S. citizen (Native American, Hispanic, Asian American, or African American), holds or will receive a bachelor's or master's degree from a regionally accredited college or university, and has been accepted into a Ph.D. program at UK or UofL is eligible to apply. Specific areas of concentration include science, math, math or science education, and engineering. Other areas also may be considered. The SREB Doctoral Scholars Program is not designed to support students pursuing professional degrees.

A scholar has two primary obligations upon selection to the program: devote full-time attention to the completion of the academic requirements and attend and participate in the annual Doctoral Scholars Program/Compact for Faculty Diversity Institute on Teaching and Mentoring. After nearly 10 years of operation, the program retention rate is over 90 percent; national data show that only 50 percent of all Ph.D. students complete the degree and only 37 percent of minorities finish.

### Why is a program like this needed?

The program is needed to build a pipeline of properly credentialed individuals to fill faculty and administrative positions at Kentucky's postsecondary institutions. Faculty diversity is a major consideration for Kentucky's public institutions. Institutional presidents informed the Council's Committee on Equal Opportunities about the difficulties of recruiting African American faculty. The SREB Doctoral Scholars Program also supports the Partnership Agreement between the Commonwealth and the U.S. Department of Education, Office for Civil Rights, as well as the Kentucky Plan for Equal Opportunities.

### What is the Council's request?

The Council seeks an increase in General Funds of \$233,400 in FY 2006-07 of recurring funds to cover program costs. Currently, only four students receive General Fund support. Additional funding is needed to support the 23 students who do not receive recurring General Fund support.



Photo source: SREB

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## Educational Leadership Redesign Initiative

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### What is the Educational Leadership Redesign Initiative?

The Educational Leadership Redesign Initiative will develop a new generation of school leaders through redesigned programs that more effectively address the evolving and emerging issues of curriculum, delivery, assessment, and administration.

### How will Kentucky be served by the initiative?

Redesigned leadership programs will train leaders to create, sustain, and administer professional learning environments where teachers' knowledge and ability to offer differentiated instruction and intervention is increased and students achieve at higher levels.

### What is the Council's request and how will the funding be used?

The Council seeks \$50,000 of recurring funds in FY 2006-07 and an additional \$100,000 in FY 2007-08. The universities and districts will work collaboratively to identify criteria for candidate selection and success. These funds would be used to: (1) conduct an analysis of current educational leadership programs in Kentucky; (2) guide redesign efforts recommended by the statewide analysis; and (3) support analysis of resulting program revisions and new program proposals by nationally recognized experts, as well as developmental meetings, conferences, and colloquia between stakeholders.

### Why is the funding needed?

In association with findings from the national study *Educating School Leaders* by Arthur Levine and Governor Fletcher's Education Advisory Work Group, the need for primary and secondary education leaders to receive training that is relevant, current, and embedded is crucial and increasing. The Educational Leadership Redesign Initiative will:

- Increase the curricular coherence and balance of education leadership programs at the master's level by integrating theory and practice of administration and balancing classroom study with work under the guidance of successful practitioners.
- Develop doctoral programs with stronger research emphases which build on the newly redesigned master's degree programs.
- Enable the retooling of current principals and superintendents while also preparing new leaders.



Photo source: UofL

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## Faculty Development Program

### What is the Faculty Development Program?

The Faculty Development Program is designed to improve the quality of instruction at Kentucky's colleges and universities. Program activities include publication of the *Kentucky Journal of Excellence in College Teaching & Learning*, the annual conference on the Scholarship of Teaching and Learning, and institutional faculty development efforts throughout the year.

### How many Kentucky faculty members are served by the program?

The funds have supported annual state conferences for the last five years to help more than 1,000 faculty attendees support the postsecondary education reform agenda. Conferences have focused on faculty development that improves advising, minority student achievement, use of technology, student learning generally, and engagement of students and faculty in community issues. This year 260 public and independent institution faculty and staff attended the annual conference which featured 45 presentations, 10 poster sessions, and two plenary presentations focused on the best practices of engaging learning and community action related to the conference theme *Engaging Students for Success*. The Faculty Development Workgroup, which manages the conference, also meets throughout the year to share best practices and faculty development strategies utilized continually across the Commonwealth. In addition, scholarly articles on instructional issues are published in the *Kentucky Journal of Excellence in College Teaching & Learning* (<http://www.uky.edu/TLC/JournalNEW/Journal2.htm>).

### How does the program work?

The annual faculty development activities are overseen by the Faculty Development Workgroup comprised of Teaching and Learning Center directors representing public and independent colleges. These events and scholarly activities promote the infusion of applied research and community engagement into teaching and practice.

### What is the Council's request?

Current funding for the program is \$48,400 (FY 2005-06). The Council on Postsecondary Education seeks an additional \$51,600 in recurring funds in 2006-07 to replace funds that supported the program in the last biennium.



Photo source: AIKCU

### Why is the additional funding needed?

Reductions to the faculty development program over the past several years have caused delays in key initiatives such as a redesign of the general education curriculum, collaborative public health initiatives, support for issues of accessibility for learners with disabilities, awareness and utilization of Internet2, and increasing efforts to engage and support faculty for stewardship of place initiatives.

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## **Governor's Minority Student College Preparation Program**

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### **What is the Governor's Minority Student College Preparation Program?**

The Governor's Minority Student College Preparation Program (GMS CPP) provides academic enrichment activities for minority middle and junior high school students; encourages these students to stay in school and enter college; makes young African American students aware of the benefits and value of college; and prepares these students to be successful in college-level work. The program places emphasis on early intervention to expand the number of minorities who are prepared for and interested in attending postsecondary education. The program is now in its 17<sup>th</sup> year of operation.

### **How many Kentucky students are served by the program?**

A total of 1,079 students participated in the programs at Kentucky's public universities and community and technical colleges in FY 2004-05, an increase of 85 students from the previous year. Students from 143 middle and junior high schools from across the Commonwealth participated in the statewide program.

### **How does the program work?**

The programs currently are located on 18 university and community and technical college campuses across the Commonwealth. The Council and each of the participating institutions jointly implement the program. The program offers academic enrichment activities to prepare students for rigorous courses in middle and high school and for college-level coursework. African American students interested in postsecondary education are eligible to apply. Specific areas of concentration include computer technology, communication and listening, math, science, reading, research, leadership, history, and culture. Participants also are introduced to collegiate life by attending an annual statewide conference. Seven institutions offer programs year round, and five programs offer participants a residential experience during the summer. The remaining institutions provide academic support services over a one- to three-week period each summer.

### **Why is a program like this needed?**

The Council on Postsecondary Education and Kentucky's public institutions collaborated to create and finance the intervention programs for the sole purpose of addressing the higher education desegregation commitment. The program is needed to build a pipeline of academically prepared minority students to successfully enroll in and graduate from Kentucky's postsecondary institutions. The GMS CPP also supports the Partnership Agreement between the Commonwealth and the U.S. Department of Education, Office for Civil Rights, as well as the Kentucky Plan for Equal Opportunities.

### **What is the Council's request?**

The Council seeks an additional \$240,500 in FY 2006-07 to bring total recurring General Fund support for the program to \$465,200 for each year of the biennium.

### **Why is the funding needed?**

If funding for this program is limited to the current General Fund support of \$224,700 in each year of the next biennium, the Council estimates that eight of the 18 programs will either be dismantled or funded only by the institutions. Additionally, the remaining 10 programs would be cut, and over 200 students and 44 schools would cease to be served.



*Photo source: WKU*

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***Morehead State University Special Initiative***

**Improved Student Services on Regional Campuses**

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**What is Morehead State University's Improved Student Learning at Regional Campuses Initiative?**

This initiative will allow Morehead State University to appoint experienced student counselors at each of its five regional campuses. Currently these campuses do not have sufficient staffing to counsel students in financial aid or student skills, or to provide other key student services.

**What are regional campuses?**

Morehead State University was the first comprehensive regional university in Kentucky to establish a regional campus, and today has five such operations, the most of any public university. These regional campuses serve more than 3,300 citizens in the areas of Ashland, Jackson, Mount Sterling, Prestonsburg, and West Liberty. When regional campuses were created in the mid-1980s, they were supported with modest appropriations. However, only two of the centers received such initial funding at Morehead State, and now state resources have been forthcoming for the three additional regional campuses now providing access to students across the 22-county service region.

**Why is a program like this needed?**

With minimal staffing to facilitate scheduling of classes and dissemination of information to the public, the five regional campuses do not have sufficient staffing to provide professional counseling in financial aid, study skills, and other key student services. Nontraditional students, which comprise 75 percent of the enrollment at regional campuses, are at a particular disadvantage because of the scarcity of counseling support.

**How will the funding be used?**

This special initiative would result in the appointment of experienced student counselors at each of the five regional campuses to help more students have a successful postsecondary education experience. The counselors also could positively impact the matriculation of adult students completing GED programs into postsecondary programs.

**What is the Council's request?**

The Council seeks \$300,000 of recurring funds in FY 2007-08 to support this initiative.



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## ConnectKentucky and Kentucky Research Link

### What is the Kentucky Research Link?

The Kentucky *Research Link* is a Web-based, searchable database of Kentucky's postsecondary education institutions publicly funded research. The vision for *Research Link* is that it will facilitate research-based economic development within the Commonwealth. Project information is provided by each postsecondary institution and is updated monthly. In support of Kentucky's efforts to expand sponsored research within the Commonwealth, this centralized resource allows any interested parties to easily access and track existing research projects. Additionally, this initiative will enable the Commonwealth to benchmark its research successes on a continual basis and to assist in identifying future research endeavors.

### What is ConnectKentucky?

ConnectKentucky is a science and technology company, contracted by the Department for Commercialization and Innovation, to document the funded research being conducted at Kentucky's postsecondary institutions. In July 2005, the Council became the host for *Research Link* with ConnectKentucky contracted to continue development of the site and planned enhancements.

### Why is a program like this needed?

As federal research dollars become less available, it is imperative that institutions and researchers pool their intellectual capital, collaborating on research ideas and proposals. Kentucky's postsecondary institutions are rich in intellect with many shared interests and areas of expertise. *Research Link* is a tool that researchers may use to find colleagues with similar interests. It also is a tool to attract both graduate students and faculty to a field of research interest. In addition, businesses may be able to find researchers that have expertise to advise them in areas of research and development, and vice versa, promoting economic development and attracting businesses to Kentucky.

### Will this program encourage partnerships among educational providers and other organizations?

The Kentucky *Research Link* has already made inroads in working with like-minded researchers. Forming partnerships and collaboratives will only grow stronger as the tool is available to all. It is a tool for new and junior researchers to seek out the experienced and funded researchers. Plans are underway for many enhancements, among them inclusion of a researcher/interest profile database, institutional and industry database of labs with equipment specificity that can be shared, a directory of centers and institutes, online training in successful grantsmanship strategies, shared publications and journal subscriptions, and grants management tools for the smaller offices of sponsored projects.

### What is the Council's request?

The Council seeks \$100,000 of new funding in both years of the 2006-08 biennium to enhance the development of the Web-based *Research Link*.



Photo source: UofL

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## Kentucky Postsecondary Education Network

### What is the Kentucky Postsecondary Education Network (KPEN)?

KPEN is a collaboration of all state-supported institutions in a high-speed network specifically designed for postsecondary education applications. It accommodates high-demand, high-access Internet users and provides an easy mechanism for expansion of network services. KPEN services extend to all postsecondary education institutions through a master agreement developed between the University of Kentucky and the primary contractor Alltel who then procures circuits from BellSouth and other telecommunications companies as necessary. The Council on Postsecondary Education, working through UK, financially supports a baseline network for the state-supported institutions. Institutions may purchase additional services and bandwidth directly from the master agreement.

### How many Kentucky students, faculty, and staff are served by the program?

This program supports Internet access for 200,633 students and 25,790 faculty and staff members (source: CPE's fall 2004 data) from the state-supported postsecondary education institutions.

### Why is a program like this needed?

Postsecondary education is dependent on high-speed, high-bandwidth networks for the transmission of information. Students access classes through high-speed networks and access electronic library databases through the Web; faculty and students communicate with colleagues at other institutions throughout the United States and the world using the Internet; and high-level research depends on data sharing between and among postsecondary education institutions, researchers, and the world. Economic development initiatives related to the transformation to a new economy require high-speed lines capable of moving voice, video, and vast amounts of data across distances reliably.

The collaboration of postsecondary institutions in a single KPEN network results in significant savings to the Commonwealth.

### What is the Council's request?

The Council requests \$700,000 in each year of the biennium for KPEN to supplement the base appropriation of \$2 million in order to continue to provide a basic level of support for the network.

### Why is the additional funding needed?

In FY 2003-04, the budget for KPEN was reduced inadvertently by \$750,000. These funds were needed to support a basic level of service for the network.

Currently, using a combination of nonrecurring and recurring resources, the Council is providing this basic level of service to each institution. The \$700,000 allocation each year is required to continue providing a baseline of support. Restoration of the budget to the FY 2002-03 level, prior to the budget reduction, would restore KPEN and allow it to continue. If additional funds are not allocated to KPEN in 2006-08, institutions will be forced to reallocate funds from their internal budgets, or the network will have to be seriously curtailed.



Photo source: KSU

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## **Western Kentucky University Special Initiative**

# **Kentucky Academy of Math and Science**

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### **What is the Kentucky Academy of Math and Science?**

The academy, housed at Western Kentucky University, is a residential, early-admissions program for Kentucky high school students who are high achievers and interested in mathematics and science. Its mission is to allow young people who are gifted in math and science to continue learning at challenging levels and to help meet the Commonwealth's need for leadership in STEM (science, technology, engineering, and math) careers.

### **Why is a program like this needed?**

According to *Keeping America Competitive*, a recent report by the Education Commission of the States, "improving mathematics and science education in the United States belongs near the top of the policymaking agenda. America's role as a leader in the world's economy...depends directly on the ability of our education system to produce students who can compete in the math- and science-dominated industries of the future." Studies have shown that students who have not been exposed to rigorous, challenging math and science curriculum at the elementary and secondary levels are less likely to pursue these fields and are often not qualified to pursue careers in the STEM fields.

### **How will the program work?**

The Kentucky Academy will provide two years of academic college coursework at WKU, allowing its students access to both rigorous college courses as well as school activities in the company of students of the same age who are their intellectual peers. Students will have opportunities to engage in research with professors in the Program of Distinction in Applied Research and Technology as well as with professors in other departments and programs.

### **Will academy students live on campus?**

Students will enroll after their sophomore year of high school, live in a residence hall on campus designed for academy students, and enroll in undergraduate courses. At the end of the two-year program, academy students will have earned at least 57 college credit hours, as well as have completed high school.

### **Is this program unique to Kentucky?**

Kentucky will be the 14th state to open a residential school in mathematics and science. North Carolina was the first to establish such a program and today has 560 students. None of the residential schools funded by their state legislatures have closed; all continue and some have histories of more than 20 years.



### **What is the Council's request?**

The Council seeks \$500,000 of recurring funds in FY 2006-07 and an additional \$1,500,000 of recurring funds in FY 2007-08 to support the Kentucky Academy of Math and Science.

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## ***Morehead State University Special Initiative*** **Kentucky Early College**

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### **What is the Kentucky Early College?**

This is a collaborative project among Morehead State University, Big Sandy Community and Technical College, and the Pike County Board of Education. It creates an Early College at Pike County Central High School that will allow participating students to earn up to two years of college credit while in high school. The project also includes distance learning for teacher professional development.

### **Why is a program like this needed?**

The program will make a college degree more accessible, affordable, and attractive by bridging the transition between high school and college. The students will be rewarded with enrollment in college-level courses for mastery and competency of subject matter. The amount of time to earn a college degree will be compressed and the high school experience will be more meaningful.

### **How will this program benefit the Commonwealth?**

The Kentucky Early College, which is modeled after the national "Early College Initiative," provides an important strategy for engaging Kentuckians more fully in education and encouraging high levels of educational attainment. The Kentucky Early College is a pilot project that will serve as a model to be replicated throughout Kentucky. Based on the results at Pike County Central High School, the model will be disseminated to school districts in eastern Kentucky initially and, ultimately, to any school district in Kentucky.

### **How does this program differ from other dual credit or middle college programs?**

The Kentucky Early College will serve all interested and qualified students, not just low-income and first-generation students. The program will engage middle school students more fully through outreach and awareness activities. Also, students in the program will be given sustained guidance and support as they complete high school and earn an associate degree or credits toward a bachelor's degree.

### **Will the curriculum be adequately challenging?**

Secondary and postsecondary faculty will work together to develop a curriculum that is rigorous and prepares students for college while completing the requirements for high school graduation. Placement testing policies and college-level expectations for math, writing, and reading consistent with state and national benchmarks will be developed.

### **What is the Council's request?**

The Council seeks \$100,000 of recurring funds in FY 2007-08 to support the Kentucky Early College.



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## Kentucky Early Mathematics Testing Program

### What is the Kentucky Early Mathematics Testing Program?

The Kentucky Early Mathematics Testing Program (KEMTP) is a statewide online diagnostic test administered by Northern Kentucky University with online capacity through the University of Kentucky. It provides Kentucky students in grades 10 and 11 an assessment of their mathematical preparation for college early enough so that they can improve their mathematical skills while still in high school and avoid placement into remedial courses in college. This will increase their chances of success in college-level mathematics and science courses. KEMTP is nationally recognized, and other states are using its test structure, content, and online features as models.

### How many Kentucky students are served by KEMTP?

The program began testing in the spring of 2001 and has been testing every semester since. In 2004-05, 8,344 students from 66 high schools in 37 counties participated. Program directors work with statewide programs such as GEAR UP Kentucky to expand its use in low-income schools. They also are working with Kentucky Adult Education to increase readiness for college-level mathematics among adult learners. Approximately one-third of first-time students entering Kentucky's postsecondary institutions require remedial coursework in mathematics, and KEMTP is designed to reduce this rate.

### How does the program work?

Students take the test (25 questions) individually, or teachers can administer it to their classes. Feedback comes in the form of a letter delivered online immediately after test results are submitted if the test is taken online, or in hard copy form if the test is taken on paper. Based on their score, students receive feedback indicating their likely readiness for college mathematics or the likelihood that they will need one, two, or more remedial courses in college. They also are informed of the mathematical topic addressed by each question and whether they answered the question correctly. This diagnostic aspect of the test helps students determine their mathematical strengths and weaknesses.

### What is the Council's request?

The Council on Postsecondary Education seeks \$100,000 of recurring funds in 2006-07 to continue this program. Since its inception in 2001, funding for KEMTP has been cut from \$200,000 to \$0.

### Why is the additional funding needed?

Without continued funding, KEMTP will not be able to continue to operate and expand through direct outreach to schools.

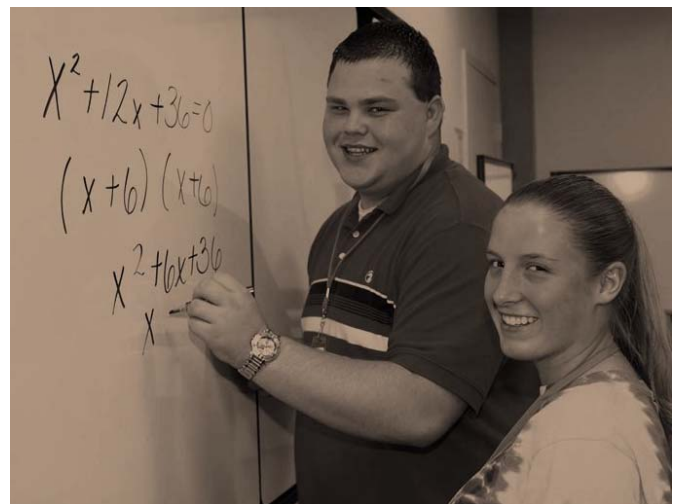


Photo source: GEAR UP Kentucky

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## *Kentucky Community and Technical College System Special Initiative* **Kentucky School of Craft**

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### **What is the Kentucky School of Craft?**

The Kentucky School of Craft is a regional community partnership that will provide training for various craft skills, a critical component of the economic development plan of Hindman and Knott Counties. The school will help fulfill the mission of the institution by meeting the needs of students, raising the level of education attainment in the region, preserving the cultural heritage, and promoting economic development.

### **Why is a program like this needed?**

The Kentucky School of Craft is located in southeastern Kentucky, a region rich in artistic culture and heritage. It is designed to create an environment for an artisan that is different from the one that has previously existed. This area has been preparing and developing the necessary infrastructure to accommodate a regional economy based on tourism and cultural heritage. The School of Craft not only will provide a supportive and creative environment to allow artists to pursue their crafts, but it will help develop artists' skills related to marketing, product development, and new technologies to give them a necessary edge in the business world.

### **Is the community supportive of the Kentucky School of Craft?**

Local support for the Kentucky School of Craft is strong. In fact, it was developed as part of and in response to a Community Development Initiative proposal which centered on developing a strong arts-based economy. Specifically, the proposal called for a program of study that would educate artisans in design, technical, and business skills. Hazard Community and Technical College (HCTC) was an important partner in the planning. HCTC developed a branch campus for this purpose and has assumed responsibility for the necessary programming and curriculum.

### **How has the school been funded to date?**

The state has provided funding to support the purchase and renovation of the historic facility that serves as the school's building. The state also provided funding for parking facilities. The Appalachian Regional Commission awarded the school a \$300,000 grant for tools, equipment, and dedicated studio space. In addition, the Windgate Foundation awarded the school \$224,000 for scholarship, materials, student recruitment, and programming.

### **What is the Council's request?**

The Council seeks \$500,000 of recurring funds in FY 2007-08 to support the Kentucky School of Craft.



*Photo source: Kentucky Commerce Cabinet*

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## Kentucky Adult Education

### What is Kentucky Adult Education?

Kentucky Adult Education is a system of adult education programs in all 120 counties that helps Kentuckians prepare for employment and postsecondary education through GED instruction, family literacy, workforce education, reading instruction, and English as a Second Language classes. Kentucky Adult Education is recognized as a national model.

### Why is it important?

A skilled and educated workforce is critical to attracting and creating jobs and moving Kentucky forward. However, many Kentuckians are left behind because they do not have a high school diploma or the literacy skills necessary to compete. Adult education is the gateway to employment and postsecondary education, which lead to a higher standard of living, a better quality of life, better educated children, and a more prosperous Kentucky.

### How many Kentuckians benefit?

In 2000, the Kentucky General Assembly passed the *Kentucky Adult Education Act*. As a result, enrollment has grown from 51,000 students in 2000 to nearly 125,000 students in 2005, and the percentage of GED graduates enrolling in postsecondary education has increased from 12 percent of the 1998 graduates to 19 percent of the GED class of 2002. In 2005:

- 50,000 Kentuckians in 2,000 businesses upgraded skills in workforce education.
- 9,800 Kentuckians earned their GED.
- 9,100 inmates enrolled in corrections education in prisons and local jails.
- 7,200 adults studied online.
- 4,400 parents and their children learned together in family literacy.
- 4,100 students enrolled in English as a Second Language classes.
- 1,300 adult education students earned Kentucky Employability Certificates.

### What is the Council's request?

The Council seeks \$4 million in new funding in FY 2006-07 and an additional \$2 million in FY 2007-08 to continue the momentum gained in the Kentucky Adult Education system.

### Why is the funding needed?

The Council's goal of 300,000 students in adult education programs by 2010 requires a significant financial investment. It is an investment in Kentucky's future that will be used to continue aggressive statewide strategies and build capacity in the county adult education programs focusing on enrollment, GED attainment, employment, and transitioning students to postsecondary education.

### How will the funding be used?

Nearly 90 percent of funding for county programs supports instructional costs for personnel, materials, and technology. County adult education programs cannot charge tuition or fees for service, do not have ongoing fundraising campaigns, and do not have endowments. Federal funding has declined nearly 13 percent in three years. It is clear that the adult education system has reached its capacity and cannot continue the growth produced over the past five years without additional resources.



Photo source: Kentucky Adult Education

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## **Joint P-16 Budget Request**

### **Local P-16 Councils**

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#### **What are local P-16 councils?**

In March 2001, the State P-16 Council (the Commonwealth's pre-kindergarten through baccalaureate advisory group) invited the leadership of public and independent colleges and universities, school districts, adult education providers, early childhood educators, and civic organizations (including business and labor) to form local councils to create a seamless system of education meeting the needs of students and the Commonwealth. The local P-16 council initiative brings the agenda of the State P-16 Council to the level of individual institutions and school districts. These partnerships address issues of teacher quality and supply, alignment of high school and adult education with postsecondary and workforce expectations, and greater policy and programmatic integration between and among all sectors of education to address Kentucky's workforce readiness and economic development needs.

#### **How much of the Commonwealth is served by local P-16 councils?**

Kentucky now has 21 local or regional P-16 councils linking all levels of education with workforce and economic development needs and serving approximately two-thirds of the Commonwealth. Kentucky's success in creating this statewide infrastructure of local councils has been nationally recognized.

#### **How does the program work?**

Local P-16 councils support significant local high school and GED-to-college and workplace transition initiatives (including dual enrollment/credit opportunities, early diagnostic assessment and intervention for college and workplace readiness, curriculum alignment initiatives, postsecondary preparation and aspiration outreach, and postsecondary scholarship incentives). Local councils have supported and also spearheaded policy initiatives at the state level.

#### **What is the budget request?**

The joint request of the Council, the Department of Education, and the Education Professional Standards Board through the Education Cabinet proposes \$2.7 million in recurring funds to sustain and expand local P-16 reform initiatives and to provide resources to advance the research base for P-16 policymaking.

#### **Why is additional funding needed?**

As a result of unpredictable and insufficient state level funding, local P-16 councils function primarily as voluntary local efforts guided by the State P-16 Council agenda. For their work to be sustained and expanded, local councils will need regular and reliable support for staffing along with funding for the continuing development of local initiatives consistent with, and contributing to, state policies.



*Photo source: NKU*

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***Murray State University Special Initiative***

**2+2 Middle School Math & Science Teacher Preparation Program**

**What is the 2+2 Middle School Math and Science Teacher Preparation Program?**

This program will support Murray State University's efforts to increase the number of certified teachers in critical shortage areas such as middle school math and science by enhancing 2+2 baccalaureate program offerings in Henderson, Hopkinsville, Madisonville, and Paducah. Program funding will be used to hire full-time assistant professors to teach math and science portions of program curricula.

**Why is a program like this needed?**

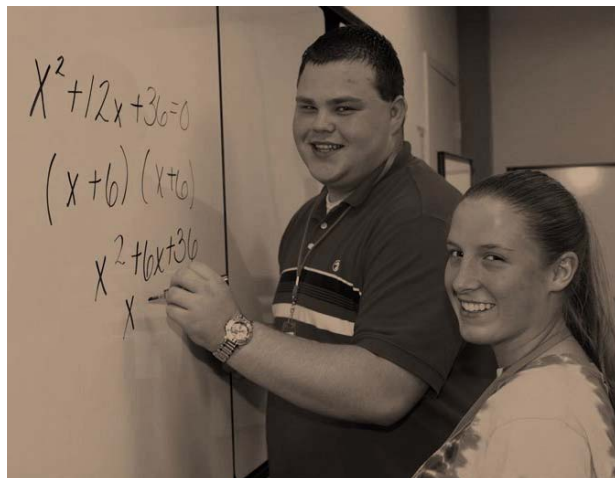
There is a critical shortage of middle school math and science teachers in Kentucky. This initiative will assist Kentucky's public schools address these critical shortage areas by making the middle school math and science certification program more accessible. Also, it will afford nontraditional students the opportunity to complete baccalaureate degrees in their local communities and will enhance collaboration between the university, the public schools, and the community college in the region.

**Are 2+2 programs a successful strategy for increasing educational attainment?**

Murray State established a 2+2 baccalaureate program in elementary education at each of its four regional campuses in 1999 and established a special education LBD baccalaureate program in 2000. Both programs have been extremely successful as a result of cooperation among the concerned entities: Murray State University, the local community college, local public schools, and the local community. Many students who would have been previously unable to earn a four-year degree have completed one of the programs and have been hired by surrounding school systems. The proposed middle school math and science program would build on these existing models.

**What is the Council's request?**

The Council seeks \$200,000 of recurring funds in FY 2007-08 to support the 2+2 Middle School Math and Science Teacher Preparation Program and provide Murray State University an opportunity to advance postsecondary education beyond its current capacity.



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## *Joint P-16 Budget Request*

# **P-16 Learning Systems Integration Initiative**

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### **What is the P-16 Learning Systems Integration Initiative?**

The P-16 Learning Systems Integration Initiative is a collaborative partnership between the Council on Postsecondary Education, the Kentucky Department for Education, and the Education Professional Standards Board, designed to support instructional needs across multiple schools, postsecondary education institutions, and educational sectors through technology.

### **How does the program work?**

It will create a coordinated administrative structure to increase the abilities and success of all the Kentucky Virtuals: Kentucky Virtual University (KYVU), Kentucky Virtual Library, (KYVL), Kentucky Virtual High School (KVHS), and Kentucky Educational Television (KET). It will fund a common course management system for all students using technology enhanced learning. It also will fund the development and acquisition of sharable instructional content modules for use by all the education partners.

### **How many Kentuckians will be served by the program?**

In fall 2005 over 67,000 learners used KYVU and other postsecondary distance learning services. For the same time period, the Kentucky Virtual High School served almost 5,000 students. In addition, KET served 11,552 teachers and 203,703 students in almost every school district during the 2004-05 fiscal year. And the Kentucky Virtual Library is experiencing over 1.2 million searches a month during peak periods.

### **What is the budget request?**

The joint request from the Education Cabinet, with the support of CPE, KDE, and EPSB, seeks \$1,525,000 in FY 2006-07 and \$2,700,000 in FY 2007-08 to support the program.

### **Why is the funding needed?**

This unprecedented model of cooperation and collaboration between CPE, KDE, and EPSB enables all three agencies to leverage similar expertise and resources across the agencies in order to meet common goals in more cost efficient, effective, and higher quality ways than any single agency could achieve separately. If this request is not funded, the education agencies will continue to operate independently and the costs to the Commonwealth will be greater while the returns will be less. KYVU, KYVL, KVHS, and KET have piloted and proven the effectiveness and growing need for virtual learning services and instruction. These now need to scale up to take advantage of economies of cost and capacity to meet the needs of traditional and nontraditional learners.



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## **P-16 Joint Engineering Pipeline Program**

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### **What is the Kentucky P-16 Joint Engineering Pipeline Program?**

This is a new program proposal that will give middle and high school students access to a rigorous curriculum that will prepare them for postsecondary engineering programs. This program will build on a successful national initiative led by Project Lead the Way (PLTW), a nonprofit organization that provides a four-year pre-engineering sequence for high school students, with an optional middle school program.

### **Why is a program like this needed?**

Kentucky needs engineers and engineering technologists if it hopes to improve the economy and create more economic development opportunities in the state. Unfortunately, not enough Kentucky high school graduates and KCTCS transfer students are prepared to enroll in and successfully complete science, technology, engineering, and mathematics (STEM) degree programs at Kentucky's colleges and universities.

### **Will this program encourage partnerships among education providers and other organizations?**

The Council on Postsecondary Education will work closely with the Kentucky Department of Education to develop a cadre of 30 PLTW high schools over two biennia to strengthen the science, technology, engineering, and math (STEM) degree pipeline. The Kentucky Community and Technical College System will play a key role by offering some of the upper-division courses through a dual credit arrangement. Kentucky school districts will provide matching grants to help support the program and develop their PLTW schools.

### **What is the Council's request?**

The Council seeks \$500,000 of new funding in FY 2006-07 and an additional \$250,000 in FY 2007-08 to put into place pre-engineering curricula in select middle and high schools and a strategic KCTCS transfer framework to ensure that an adequate number of Kentucky high school graduates and transfer students aspire and are prepared to enroll in Kentucky's engineering programs.



*Photo source: WKU*

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## Joint P-16 Budget Request P-16 Seamless Data Warehouse

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### What is the Kentucky P-16 Seamless Data Warehouse Project?

The proposed Kentucky P-16 Seamless Data Warehouse will be an independent data repository that will be shared for research assessment and accountability reporting purposes. The project will allow analysis across education agencies that today is not possible or extremely difficult to perform.

### Why is a data warehouse of this type needed?

Kentucky educational institutions need to be accountable for their performance. Federal reporting mandated under *No Child Left Behind* requires KDE to track students beyond high school into postsecondary education. EPSB needs to link information about teacher postsecondary training to the performance of their students to identify professional development needs and needed improvement in teacher preparation programs. The Council on Postsecondary Education and KDE need to track student data across the P-16 spectrum to develop a better understanding of why so many of students graduate from high school but still require remediation when they enter colleges and universities.

### Will individual student data be kept confidential?

Yes. Federal guidelines strictly control the way data can be shared to protect student confidentiality.

### Would a P-16 Seamless Data Warehouse facilitate information requests from the Education Cabinet, the legislature, and others?

Yes. The system will include reporting components that allow for standard reports and eventually queries so that data can be made available easily and quickly to the Cabinet, LRC, and other agencies through appropriate electronic interfaces.

### Is other funding available to develop this multi-agency system?

No. Each educational agency (Council on Postsecondary Education, Education Professional Standards Board, Kentucky Department of Education) currently spends funds to collect and analyze data about its own operations. KDE was recently awarded a \$5.8 million federal grant to upgrade its current system, but it will not be used to support this multi-agency data warehouse.

### What is the funding request?

The Education Cabinet, with the support of CPE, EPSB, and KDE, seeks \$1 million in the first year of the biennium to work with outside expertise and develop the business rules and specifications of this multi-agency initiative. The request seeks \$2 million in the second year to begin to implement the system and anticipates requesting an additional \$4 million in the next budget cycle to complete the project.



Photo source: UofL

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## Joint P-16 Budget Request

# P-16 Shared Network Infrastructure Proposal

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### What is the P-16 Shared Network Infrastructure Proposal?

This is a proposal to create the Kentucky Education Network (KEN). The network will be a high-speed education centric network. The purpose of KEN is to facilitate the development, deployment, and operation of a set of seamless P-16 applications. It will support advanced research and education applications in order to further Kentucky's educational agenda. It will connect every college, university, and K-12 school district in the state to enhance the learning experience of students at all educational levels, regardless of geographic location. Also connected will be the agencies of the Education Cabinet and their statewide locations. This includes Kentucky Educational Television (KET), the Department of Workforce Development, Kentucky Adult Education, the Department for Libraries and Archives, the Commission on the Deaf and Hard of Hearing, the Kentucky Environmental Education Council, the Center for School Safety, and the Kentucky Higher Education Assistance Authority.

### How many Kentucky students, faculty, and staff are served by the program?

Every K-12, community college, university, and adult student being taught by a state-supported institution or agency will be served by this high-speed network.

### Why is a program like this needed?

The current telecommunications services to the K-12 schools and other education locations are inadequate. Access to a statewide, high-speed, affordable, educationally focused network will build upon the successes that are occurring at Universities, selected K-12 districts, and adult education centers across the state. A universally available high-speed network will provide the ability to:

- Connect all students with educational and research resources that are not available locally.
- Strengthen the relationship between postsecondary, adult education, and K-12 educators.
- Connect preservice teachers with real world K-12 classroom learning experiences.
- Increase the opportunities for high school students to participate in dual credit courses.
- Allow for educators to assess students' knowledge and subject mastery.
- Support data gathering for analysis and accountability of student and instructor performance.
- Provide contemporary, up-to-date research materials for students and teachers.
- Connect students with the rich research and advanced instructional applications of Internet2.
- Deliver virtual instruction to underserved areas to fill gaps in their programs.

This network will do for the education community what ConnectKentucky is doing for geographic communities across the Commonwealth.

### What is the funding request?

The Education Cabinet is requesting, with the support of the Council on Postsecondary Education, the Kentucky Department of Education, and the Education Professional Standards Board, \$8,464,500 in the first year and \$22,431,000 in the second year of the biennium.



Photo source: WKU

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## Kentucky Principal Leadership Institute

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### What is the Kentucky Principal Leadership Institute?

The Kentucky Principal Leadership Institute is a collaborative enterprise among those Kentucky universities with education leadership programs to improve K-12 student learning by providing specialized training to the next generation of public school principals.

### How will Kentucky be served by the institute?

The aging of Kentucky's principals in the workforce presents school districts with a unique opportunity to prepare a new generation of school leaders, committed to effective teaching and enhancing student learning. Going forward, Kentucky's principal preparation programs need to be aligned with the new realities of K-12 schooling and focus on preparing leaders capable of ensuring that all children can achieve at high levels. The Kentucky Principal Leadership Institute will address this need. Anticipated program benefits include increased student achievement, reduced achievement gaps, and higher graduation rates, as well as improved quality of life and economic vitality in the Commonwealth.

### How does the initiative work?

Program funds will be used for program planning and design, salaries and benefits for institute personnel, and participant costs. The Council staff will issue a Request for Proposal to determine the location, governance, curricula, and organization of the institute.

### What is the Council's request?

The Council requests \$500,000 in recurring funds in FY 2006-07 and an additional \$1.5 million in FY 2007-08 of recurring funds to support the Principal Leadership Institute.

### Why is the funding needed?

Research has shown that an effective principal is a key component of achieving a high-performing school. In recent decades the quality of public education in the United States has come under increased scrutiny. National commission reports have been highly critical of the condition of systems of education and have launched one of the most intense, comprehensive, and sustained efforts to improve student learning in American history. At first reform initiatives focused on improving curricula, strengthening teaching, and ensuring accountability, but, in recent years, attention has shifted to the role of school administrators in producing positive educational outcomes.



Photo source: NKU

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## Kentucky Public Health Initiative

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### What is the Kentucky Public Health Initiative?

The initiative will create an online, modularized public health curricula that can be accessed by graduate students across the Commonwealth, and by the public health workforce professional development participants presently employed throughout the Commonwealth. Providing assistance with online, instructional design, increased accessibility, and utilization of the curricula or portions of it are costly, but faculty at each of the institutions involved are working diligently with the Kentucky Department of Public Health (KDPH) to provide training opportunities to increase the number of public health workers in a state where the need is so very urgent. Funds also will support development of collaborative research efforts to address the health needs of Kentuckians. The initiative calls for a collaborative research agenda enhancing opportunities to secure extramural funding.

### Why is it important that Kentucky step up efforts to train health care workers?

Kentucky is a “sick” state with high morbidity and mortality rates in cancer, cardiovascular disease, and diabetes – illnesses that with proper education and prevention interventions could be reduced substantially. The state’s public health workforce is minimally trained in the public health core curricula. KDPH is a major partner in this education and research initiative.

### Will this program encourage partnerships among education providers and other organizations?

The four postsecondary institutions (UK, UofL, EKU, and WKU) and KDPH have worked in collaboration to develop the initiative to ensure a much needed public health trained workforce. All of the institutions, their deans, faculty, and the KDPH administrators and professional development trainers are working jointly to bring the plan to fruition. In addition to these programs, the Kentucky Community and Technical College System, which provides many of the diploma and certificate training programs for the public health workforce, is a partner in the discussions to enhance all nursing and allied health professional pipeline learning. Educational institutions, partnering with existing healthcare facilities for experiential training opportunities, will further the health care institutions’ participation in preparing tomorrow’s public health workforce.



Photo source: KCTCS

### What is the Council’s request?

The Council seeks \$500,000 of recurring funds in 2006-07 to support the initiative.

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## Regional Stewardship Funding Program

### What is the Regional Stewardship Funding Program?

The Regional Stewardship Funding Program is a new initiative that seeks to promote regional and statewide economic development, livable communities, social inclusion, creative governance, and civic participation through public engagement activities initiated by comprehensive university faculty and staff. To help accomplish this goal, campus administrators are expected to design and implement programs that align institutional priorities, resources, and infrastructure to support their missions as stewards of place, and to create partnerships and undertake engagement activities that address regional and state needs.

### How does the program work?

The program provides funding for the comprehensive universities in three areas. Infrastructure funds (\$3 million recurring) will support the development and maintenance of organizational structures, personnel, information systems, and community relationships necessary to sustain stewardship activities. Regional grant funds (\$9 million recurring) will support comprehensive university efforts to build intellectual capacity in targeted priority areas. Finally, stewardship initiative funds (\$6 million recurring) will support specific public engagement activities at the universities that improve economic prosperity, quality of life, and civic participation in the region or state.

### What is the Council's request?

The Council on Postsecondary Education seeks \$3 million of recurring funds in FY 2006-07 and an additional \$15 million of recurring funds in FY 2007-08 to support personnel and operating costs associated with stewardship activities at the comprehensive universities.

### Why is funding needed?

Public engagement programs, like basic research, are cost centers for postsecondary institutions. Programs that target the needs of public schools, small businesses, and government and nonprofit agencies require the support of public funds. The Regional Stewardship Funding Program will provide funding to stimulate that work. The benefits of the program include improved economic prosperity, quality of life, and civic participation within comprehensive university service regions and across the state.



Photo source: KSU

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## Research Support Funding Program

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### What is the Research Support Funding Program?

The Research Support Funding Program is a new initiative that seeks to promote economic development, create high-tech jobs, and raise the average standard of living of Kentucky residents through strategic investments in research faculty, infrastructure, and initiatives at the University of Kentucky and the University of Louisville. To help accomplish this goal, campus administrators are expected to recruit and retain research active faculty, renovate laboratories and upgrade equipment, and engage in disciplinary and interdisciplinary research activities in areas of strategic benefit to the Commonwealth.

### How does the program work?

The program provides funding for the research universities in three areas. Research capacity funds (\$4 million recurring) will be used to hire research active faculty in targeted priority areas. Infrastructure funds (\$15 million nonrecurring) will support laboratory renovations and equipment purchases in CPE-designated priority areas. Finally, research initiative funds (\$3 million nonrecurring) will support disciplinary and interdisciplinary research activities that address regional or state needs, contribute to generation of federal and extramural R&D expenditures, foster increased innovation and opportunities for commercialization, and stimulate business development.

### What is the Council's request?

The Council on Postsecondary Education seeks \$4 million of recurring funds and \$18 million of nonrecurring funds in FY 2006-07 to recruit and retain research active faculty, renovate laboratories and upgrade equipment, and undertake disciplinary and interdisciplinary research initiatives in areas of strategic benefit to the Commonwealth.

### Why is funding needed?

*The Kentucky Postsecondary Education Improvement Act of 1997* stipulates that, by the year 2020, Kentucky's postsecondary education system is to produce (1) a major comprehensive research institution ranked nationally in the top 20 public universities at the University of Kentucky and (2) a premier nationally recognized metropolitan research university at the University of Louisville. Acting on these objectives, the Kentucky Department of Commercialization and Innovation, the Council on Postsecondary Education, the University of Kentucky, and the University of Louisville developed a goal of reaching \$500 million in extramural R&D expenditures by the year 2010. To achieve this goal, both universities need substantial investments in infrastructure to support a healthy research enterprise. These funds will provide that investment and support university efforts to generate increases in federal and extramural R&D expenditures, foster increased innovation and opportunities for commercialization, and stimulate business development.



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## Retention & Affordability Initiative

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### What is the Retention and Affordability Initiative?

This is a new funding initiative that will support public postsecondary institution efforts to enroll, retain, and graduate at-risk, low-income students and improve the level of education attainment across the Commonwealth.

### How does the program work?

The program funding will be allocated to colleges and universities on the basis of the extent to which they serve low-income students on their campuses and have low-income populations in their service regions. The following activities will be supported by the funding:

- Recruitment program enhancements targeted to low-income students, their parents, teachers, and schools, and specifically to populations in the service regions not represented at average rates at the institution.
- Need-based financial aid.
- Partnerships with adult education programs and high schools.
- Marketing and outreach efforts for targeted groups.
- Implementation of campus-level assessments of student access and affordability.

### What is known about college affordability in Kentucky?

The Council recently completed a statewide study on affordability and concluded that while college is affordable for most students, there are some gaps. Adult students tend to face difficulties paying for college. Also, the study could not address students that were not enrolled in college because their income data is not available. Presumably some of those students opted not to attend college because of affordability concerns.

### What is the Council's request?

The Council on Postsecondary Education seeks \$4 million of recurring funds in FY 2007-08 to be distributed to the public postsecondary institutions.

### Why is funding needed?

The public agenda goals call for an ambitious increase in the educational attainment rate of all Kentuckians. More funding is needed to ensure that low-income populations are brought into the system so they can successfully persist and earn their degrees.



*Photo source: MuSU*

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## State-Funded Institutional Capital Projects

### How many college and university facilities are included in the Council's recommendations for new construction or renovation?

The Council seeks \$467,142,700 of state bonds for 19 new construction or renovation projects and one planning and design project at Kentucky's colleges and universities. The combination of state bonds and institutional funds will address \$511 million of new construction and renovation projects. Two categories of projects are addressed: 15 education and general facilities (nonrevenue-producing education buildings) and four research and economic development projects.

### How did the Council determine the final priority ranking of projects?

The Council's recommendations for state-funded capital projects are based on evaluation using the statewide capital projects evaluation model, the space needs model, institutional project priorities, and a review by the Council's architect. The final list of 20 was derived from an original list of 45 projects submitted by Kentucky's colleges and universities. For more information about the Council's capital budget request, visit [www.cpe.ky.gov/06session](http://www.cpe.ky.gov/06session).

### What are the recommended state-funded projects?

Rank	Education and General (E&G) Projects	Total Scope	General Funds	Debt Service
1	MoSU Center for Health Education and Research	\$20 m	\$15 m	\$1.6 m
2	KCTCS Science/Allied Health Bldg, Jefferson CTC	\$25.6 m	\$25.6 m	\$2.7 m
3	KCTCS Allied Health/Tech Education Bldg., Somerset CTC	\$13.8 m	\$13.8 m	\$1.4 m
4	NKU Old Science Building (Renovation)	\$15 m	\$15 m	\$1.6 m
5	MuSU Science Complex, Phase III	\$15 m	\$15 m	\$1.6 m
6	WKU Science Campus (Renovation), Phase III	\$7 m	\$7 m	\$7 m
7	NKU Health Innovation Center	\$20 m	\$20 m	\$2.1 m
8	KSU Hathaway Hall (Renovation), Phase III	\$4.9 m	\$4.9 m	\$5 m
9	EKU Science Building	\$54.1 m	\$54.1 m	\$5.7 m
10	NKU Center for Infomatics	\$23 m	\$23 m	\$2.3 m
11	UK Gatton Building Complex	\$79 m	\$40 m	\$4.3 m
12	EKU/UK Dairy Research Project (Meadowbrook)	\$5.3 m	\$5.3 m	\$6 m
13	UofL Life Sciences Building (renovation)	\$18.2 m	\$18.2 m	\$1.9 m
14	KCTCS Emerging Tech Center, West KY CTC	\$16.5 m	\$16.5 m	\$1.7 m
15	WKU College of Education, Tate Page Hall Bldg. (replacement)	\$22.8 m	\$22.8 m	\$2.4 m
Rank	Research and Economic Development Projects	Total Scope	General Funds	Debt Service
1	UK Biological/Pharmaceutical Complex, Phase II	\$79.8 m	\$79.8 m	\$8.4 m
2	UofL HSC Research Facility IV	\$69.7 m	\$69.7 m	\$7.3 m
3	WKU Materials Characteristics Bldg., Phase II	\$4.5 m	\$4.5 m	\$48
4	MuSU Breathitt Veterinary Center	\$16.2 m	\$16.2 m	\$1.7 m

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## Student Financial Aid

### What financial aid programs does Kentucky have to help students pay for college?

The three main state-funded student financial aid programs are the College Access Program (CAP), the Kentucky Tuition Grant Program (KTG), and the Kentucky Educational Excellence Scholarship (KEES).

### How many Kentucky students are served by the program?

This academic year (2005-06) the Kentucky Higher Education Assistance Authority (KHEAA) has awarded over 110,000 grants or scholarships to Kentucky residents to help them meet the costs of postsecondary education.

### How do the three main programs work?

CAP grants are awarded to financially needy undergraduate students who are Kentucky residents. KTG grants are need-based awards provided to students attending participating independent colleges and universities. KEES is a merit-based scholarship program. High school students earn a set dollar amount for grades received (the maximum award for a high school senior is \$2,500). Students must maintain a required grade point average (GPA) in college to retain their award.

### What is the Council's request?

All student financial aid programs are contained in the KHEAA budget request, including KEES which was transferred in June 2005. The CPE works closely with KHEAA to develop a budget request that meets the needs of postsecondary education students.

Program	Base	Expansion	
		FY 2006-07	FY 2007-08
CAP	\$55.0 million	\$48.0 million	\$51.8 million
KTG	\$29.5	\$ 9.1	\$ 8.9
KEES	\$69.5	\$ 8.9	\$12.0

The expansion request for CAP would provide an additional 32,000 grants. The expansion for KTG would provide an additional 3,700 grants. The KEES expansion request allows for a growth in recipients of 3,900.

### Why is the additional funding needed?

The CAP and KTG programs are distributed based on a first-come, first-served basis. Unfortunately, demand far exceeds capacity in both cases. Additional funds are needed to take care of college students who apply and who are eligible to receive the grants but do not receive them because the programs run short of funds each year. Additional KEES funds are required to accommodate an increase in the number of the awards.



Photo source: UofL

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## Technology and Equipment Bond Issue

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### What is the Technology and Equipment Bond Issue?

The Council seeks funding for a technology and equipment bond issue to assist the universities expand their technology capabilities and to replace and “refresh” technology and equipment on campuses. The bond issue also will help the Kentucky Virtual University and the Kentucky Virtual Library to replace outmoded systems and will allow the Council to replace its 30-year old data system.

### How many Kentucky students, faculty, and staff are served by the program?

This program supports Internet access for 200,633 students and 25,790 faculty and staff members (source: CPE’s fall 2004 data) from the state-supported postsecondary education institutions.

### Why is a program like this needed?

The universities and the Council listed over \$120 million in technology-related capital projects in their 2006-12 Six-Year Capital Plan. There is a constant need to “refresh” technology resources and to keep current with new and emerging standards. In 1999, the state funded a \$20 million technology-related bond issue to assist the institutions in replacing old, outdated technology equipment and to upgrade campus networks. The 1999 bond issue, and a related appropriation to the Council’s Technology Initiative Strategic Trust Fund, enabled the institutions to join the Kentucky Information Highway and its related entity, the Kentucky Postsecondary Education Network (KPEN). This same source of funds was used to start the Kentucky Virtual University and the Kentucky Virtual Library. Institutions also received allocations that they could apply to improvements in the technology infrastructures on their campus.

Without this bond issue, students will not have access to the advanced technologies they need to prepare for the jobs and careers of the 21<sup>st</sup> century.

### What is the Council’s request?

The postsecondary education technology and equipment bond issue is \$25 million in FY 2007-08 (the institutional share is \$15 million and the CPE share is \$10 million). Bond proceeds and debt service would be appropriated to the Council in FY 2007-08 and could be subsequently distributed to other entities as the distribution of the bond proceeds becomes known. The annual debt service thereafter is calculated at \$5,035,000 for a seven-year taxable bond issue of \$25 million with debt service reserve included.



Photo source: Kentucky Adult Education

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## *Kentucky Community and Technical College System Special Initiative*

# **The University Center of the Mountains**

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### **What is the University Center of the Mountains?**

The University Center of the Mountains brings together a range of postsecondary providers to give citizens of southeast Kentucky direct access to four-year postsecondary education. The absence of a conveniently located university has limited access in this region to bachelor's and master's degrees and has contributed in part to low educational attainment levels in the region. The UCM is a model that may be replicated in other rural portions of the state which have been left behind in access to postsecondary opportunities.

### **Why is a program like this needed?**

The Kentucky River Area Development District (KRADD) has the lowest percentage of bachelor's degrees in the state, yet it has one of the highest percentages of enrollment in the community and technical college system (KCTCS). This indicates that these citizens have historically been denied reasonable access to upper-division and graduate coursework. In fact, two surveys done in 2003 and 2004 confirm this point. Ninety-two percent of Hazard Community and Technical College students and 71 percent of 1,000 community members surveyed said they would take bachelor's courses through the UCM.

### **What institutions were the originating partners for the UCM?**

The Kentucky Community and Technical College System, Hazard Community and Technical College, Eastern Kentucky University, and Morehead State University signed the original UCM agreement in July 2002. An independent institution, Lindsey Wilson College, joined in July 2004.

### **Has UCM grown since 2002?**

Local support for the Center is strong. In 2003, the Hazard Independent College Foundation raised \$130,000 in pledges to support the start of the UCM. And the following year the Perry County Fiscal Court provided \$1 million from coal severance tax revenue to support the Center. A 5,800 square foot administrative office building made possible through an Appalachian Regional Commission grant was dedicated in June 2005. In just two years, UCM enrollment has grown to approximately 300 students enrolled in 15 degree programs.

### **What is the Council's request?**

The Council seeks \$900,000 of recurring funds in FY 2007-08 to support the University Center of the Mountains.



Photo source: Kentucky Adult Education

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## Workforce Development/Transfer Program

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### What is the Workforce Development/Transfer Program?

The Workforce Development/Transfer Program is a new initiative that seeks to: (1) encourage private support of public postsecondary workforce development and transfer initiatives; (2) support degree completion and transfer of KCTCS students to Kentucky public and independent colleges; and (3) bolster KCTCS workforce development and transfer programs in areas of strategic benefit to the Commonwealth.

### How will this program accomplish these goals?

Campus officials are expected to expand development efforts that support workforce education and transfer, to partner with business and industry to design and implement workforce education and training programs in high-need areas, and to increase degree production and transfer in the science, technology, engineering, and math (STEM) disciplines, health professions, teacher shortage areas, and applied sciences.

### How does the program work?

The program provides funding for KCTCS in two areas. Endowment funds (\$500,000 nonrecurring) will be matched with private source funds and added to the KCTCS endowment, where they will provide a perpetual source of funding for workforce development and transfer initiatives. Workforce development/transfer funds (\$3.5 million recurring) will support KCTCS efforts to bolster workforce education and transfer programs in areas of strategic benefit to the Commonwealth.

### Why is funding needed?

*The Kentucky Postsecondary Education Improvement Act of 1997* established a goal for the state's postsecondary education system to reach the national average in educational attainment by the year 2020. To achieve this goal, Kentucky must double the number of college-educated adults residing in the Commonwealth over the next 15 years. Some of this growth can be accomplished by importing graduates from other states, but most of it must come from increased production within the Kentucky postsecondary system.

The Workforce Development/Transfer Program supports KCTCS efforts to increase degree completion and transfer and to provide workforce education and training in high-need areas. In terms of outcomes, the program will help KCTCS to produce an educated and highly skilled workforce poised to meet the needs of business and industry, and will contribute to increased educational attainment levels that will raise the standard of living of all Kentuckians.



Photo source: NKU

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